

**PSC-ED-OUS**

**Moderator: Emmanuel Caudillo**  
**March 18, 2015**  
**1:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this time all participants are in listen-only mode. During the question-and-answer session, to ask a question please press star and then 1. This call is being recorded. If you have any objections, you may disconnect at this point. I will now turn the meeting over to your host, Ms. Alejandra Ceja. Ma'am, you may begin.

Alejandra Ceja: Thank you. Welcome, everyone. My name is Alejandra Ceja. I am the Executive Director of the White House Initiative on Educational Excellence for Hispanics. I'm joined today by several colleagues here at the Initiative. Thank you all for joining us for today's Webinar. Two quick business matters.

I would like to inform and remind you that this Webinar is off the record and not intended for press purposes. I would also like to mention that as our operator just said, this Webinar including the Q&A will be recorded and the recording and transcript along with the slide presentation will be posted to the Initiative's Website after the call.

This will allow us to make information available for anyone who was unable to join us for the live Webinar. The agenda will proceed as follows. I will

describe today's Webinar topic briefly and then introduce you to our first presenter who will have the opportunity to speak for 15 minutes followed by Q&A.

I will then introduce our second presenter who will also speak for up to 15 minutes followed by Q&A. We will then open the floor for questions. The operator will come on to provide guidance on how to get into the queue for questions so now on to our discussion on Latinas.

We are focusing on Latinas in honor of Women's History Month. Today one in five women in the U.S. is Latina and Hispanics are the largest and youngest minority group in the nation and one of the fastest growing so it is vital that we fully understand both the needs and the opportunities that exist for our Latinas.

In this Webinar we will hear first from Kimberlyn Leary, Advisor at the White House Council on Women and Girls who will talk about the work of her office and then from Dr. Patricia Gándara who is the K through 12 Subcommittee Co-Chair of the President's Advisory Commission on Educational Excellence for Hispanics.

She's also the Co-Director of the Civil Rights Project and the University of California Los Angeles. She will share some information about an upcoming report on U.S. Hispanic women in the U.S. so without further ado I will turn it over to our first presenter Kimberlyn Leary from the White House Council on Women and Girls. Kim?

Kimberlyn Leary: Thank you so much and I'm delighted to be part of this call today and I bring greetings from the White House Council on Women and Girls and am delighted to share some of our work with all of you.

Since the beginning of the administration President Obama has sought to tackle the challenges that all women and girls face in their everyday lives including women and girls of color through the White House Council on Women and Girls.

We know for example that by 2030 the majority of young workers in this country will be of color and by 2045 women of color will make-up 53% of the female population with Latina women leading this growth.

President Obama has emphasized that America can't afford to leave anyone behind or out if we are to maintain our competitive advantage globally so to the end of trying to understand the challenges and the opportunities that exist in November the Council on Women and Girls released a report entitled Women and Girls of Color: Addressing Challenges and Expanding Opportunity.

This report which is available on the Council on Women and Girls' Website highlights a number of areas in which the administration has done significant work that has addressed issues where we see disparities among women of color.

And President Obama has acknowledged that women of color tend to deal with more complex personal and professional issues than many of their peers and are often in his words "either left under the hard light of scrutiny or cloaked in a kind of invisibility."

So this report was an effort to bring some visibility and shine a spotlight on both the challenges and the opportunities facing American women of color. Let me just cover a couple of the main findings from the report with special

emphasis on Latina women so the report covered several areas: education, economic security, health, violence against women and criminal and juvenile justice.

And the administration over the course of the last six years has implemented a number of common sense approaches and solutions that have helped to address barriers that affect a disproportionate number of women and girls of color.

This work has been successful in many ways. In recent years indicators that range from educational attainment to economic security to health and well-being, women and girls of color have made tremendous progress. Let me highlight some of that progress as it refers to Latina girls and Latina women.

Since 2009 the high school dropout rate has fallen by 30% for Latina girls and the graduation rates at four-year colleges and universities has increased by over three percentage points. Alongside of that the administration's programs and policies have made college more affordable for all.

The earned income tax credit and child tax credit have raised the incomes of over five million Latina women and since 2010 poverty rates have fallen by almost three percentage points for Latina women and girls and unemployment rates have also dropped.

Over five million Latina women with private health insurance now have guaranteed access to women's preventative service including better access to health screening and most of those no longer have lifetime limits on their health insurance plans.

So as we think about the programs that have led to this kind of change, they include efforts to support improved school discipline policies here including guidance from the Department of Education, providing more opportunities in STEM-related fields, passing and promoting equal pay laws, passage of the Affordable Care Act and funding programs to address domestic violence, sexual assault, dating violence and stalking as well as improving the juvenile justice system's response to girls so that meaningful second chances are possible.

But we're also aware that these achievements don't mean that the problems have been solved. We know that very real challenges continue to persist in the lives of many women of color. Girls from marginalized communities continue to be suspended and expelled from public schools at rates that exceed their peers and wage disparities exist among working women.

Overt and subtle forms of bias affect women and girls across the lifespan from how schools discipline students to hiring, promotions and referrals to healthcare and we also know that women from marginalized communities remain underrepresented in STEM fields which offer high-wage careers.

So to begin to engage further work on these issues and others, the Council on Women and Girls has convened a working group on challenges and opportunities for women and girls of color.

This working group will have its first meeting next week and it brings together policy staff from the White House as well as across the federal agencies to focus on issues including education, economic security, health, criminal and juvenile justice, violence and research and data collection.

The goal is bringing together agency staff and White House policy staff is to bring attention from the highest levels of government on strategies that address inequities that face women and girls including those of color and the Council on Women and Girls is working to leverage both government resources and to invite private-sector participation on data-driven priorities.

Those priorities include investing in the success of all girls including by supporting their civil rights to educational equity and empowering girls and women with the knowledge and skills to be vigorous participants, as innovative leaders, as creative stewards and as global citizens.

We also know how critical it is to foster economic security especially through entrepreneurship and job mobility especially towards high-wage careers where there are open jobs and capacity that needs to be filled.

Finally we know that health, wellness and resiliency are critical to being able to learn and being able to work so we know how critical it is to address conditions, health conditions and other conditions that disproportionately affect women from marginalized communities, health conditions like cancer rates, cardiovascular disease but also health and safety and violence.

And in order to make sure that we continue to be on the right trajectory, it's important that women's concerns including Latina women's concerns are included in government and academic research agendas.

So in addition to working throughout the federal government on these issues, the Council on Women and Girls has also engaged a set of listening sessions with outside groups and colleagues and friends to bring people together to tell us what we need to know as we try to address these issues.

Some of these listening sessions we hope we'll be able to hold more broadly in other cities around the country with additional partners and we're also working to engage stakeholders in a variety of ways, through meetings, taking telephone calls and being as responsive as we can to the concerns that are on the minds of those in our communities, in our schools and in the workplace.

It's a privilege to be part of this work and delightful to be with all of you and we look forward to supporting your work going forward.

Alejandra Ceja: Thank you Kim. Operator, we'd like to open the floor for questions. Can you please tell callers how to get into the queue to ask a question?

Coordinator: Thank you, ma'am. We will now begin the question-and-answer session. If you would like to ask a question, please press star 1, please unmute your phone and record your name clearly when prompted. Your name is required to introduce your question. To withdraw your request, press star 2.

Alejandra Ceja: Thank you. While we wait for people to get into the queue, I wanted to remind you that you can reach the Council's Website by going to [whitehouse.gov](http://whitehouse.gov) and entering women and girls in the search box. You can see more of the work and information that Kim has provided. Operator do we have any questions in the queue?

Coordinator: We don't have questions yet, ma'am. Once again to ask a question, please press star 1. You will be prompted to record your name. To withdraw your request, press star 2. One moment, please, for the first question. Our first question comes from Ms. (Giselle Arais). Ma'am, your line is open.

(Giselle Arais): Thank you. I am in Philadelphia and I have been working with (unintelligible) and my question is there going to be thinking (unintelligible) relation

development among the staff (unintelligible) because in my past experience I realized that it was (unintelligible) to expose them into leadership development that would be something that would get would be an empowerment and self-esteem and also develop (unintelligible).

Kimberlyn Leary: So thank you very much for mentioning the critical importance of leadership as an empowerment strategy and as a capacity that we want to include I think in most programs of advancement for girls and young women.

You know, I think it is a part of education of what it means to exercise (critical) leadership and what it means to exercise leadership on behalf of one's community and on behalf of others. Leadership is a skill.

I think it's not something that you're just born with that some are leaders and some are not and so it's incumbent on us to think about ways that we can use programming and education to ensure that leadership is something that's potentially open to those who are moved to identify problems of collective importance and to work with others on behalf of common solutions.

(Giselle Arais): Thank you.

Alejandra Ceja: Thank you for your question (Giselle). Thank you Kim. Operator, do we have another question in the queue?

Coordinator: Yes, ma'am. Our next question comes from (Marcella). Ma'am, your line is open.

(Marcella): Thank you. Good afternoon. Could you please repeat the title of the report that Ms. Leary mentioned?



Kimberlyn Leary: Certainly. The report which is available on the Council on Women and Girls' Website which is on [whitehouse.gov](http://whitehouse.gov), the title of it is Women and Girls of Color: Addressing Challenges and Expanding Opportunity.

(Marcella): Thank you.

Kimberlyn Leary: Sure.

Coordinator: Our next question comes from Ms. (Martha Belaio). Ma'am, your line is open.

(Martha Belaio): Thank you. You had mentioned that there are a variety of working groups and my question is there was kind of a society of Hispanic professional engineers are interested also in increasing the number of women that are going into these STEM fields so will you have working groups that are very specific for example to increase those women in the STEM industries?

Kimberlyn Leary: So thank you very much for that question. It's a very important one. Let me say one thing about the working group first and then the many ways it's possible to engage on STEM issues throughout the administration. First the working group is actually one that includes the Council on Women and Girls, policy staff from the White House and federal agencies.

So the working group is an interagency process as we call it here but we have a great deal of engagement with professional groups, with universities and with others who are very interested and eager to share strategies and research on STEM engagement and I would invite you to please feel free to be in touch with the Council on Women and Girls through our Website where it says contact us.

The message will come to me and I'd be happy to engage you with our colleagues here.

(Martha Belaio): Thank you.

Coordinator: Our next question comes from Ms. (Tulare Pennell). Ma'am, your line is open.

(Tulare Pennell): Thank you. Good afternoon, ladies. My question is I'm from California and I have had a nonprofit for 12 years and the approach was quite unique though it embraces actually each one of the topics of your discussion under leadership under motivation and matriculation to higher education, teen pregnancy and so forth.

But what I find that I'd like to get a little more information on is how an organization like mine - it's called (ayas) - is able to further network and to expand its budgetary to be able to address these needs at a greater skill because the program currently offers an annual conference that allows us to invite young women of color - Latina women of color - to this conference that gives them a full day of career workshops in engineering and medicine and it goes the whole array of career fields.

And perhaps their own environments don't, you know, expose them to because when the two critical issues and me working with this community and I have done this for about 37 years now but the program is only in its 12th year but getting back to the point is that in working with these communities, one of the greatest deficiencies are role models and the ability for these girls to step outside of their immediate environments which is on a general maybe a two-mile radius in any given direction.

So with that we've found that the greatest motivating and inspiration tool that we can provide them is to put them under the umbrella of hundreds of professional women like them, you know, of their same background and ethnicity that further inspires them.

Our challenge though is again there's more students wanting to be involved from other school districts but owning-in on additional support for that. How do we do that and particularly with the STEP field of study because again I've asked that question and they're not even tapping into their strength of math and science and what career that would take them into.

It's almost just okay, I'm good at that and that's that so do you have anything within what you're proposing that could help nonprofits such as the one I have to further collaborate with programs that are existing and supporting that.

Kimberlyn Leary: Thank you very much for your question and let me also thank you for the incredible work that you're doing through your nonprofit and in reaching so many girls and inspiring them. That's terrific.

You know, I think there are many organizations like yours that are interested in trying to expand their capacity and there are some resources that the federal government has available. I think the best thing that I might suggest is that you also go to the Council on Women and Girls' Website and contact me through the link there.

I'd be happy to respond in a targeted way, speak with some of my colleagues and we could direct you to some of the existing resources that are available throughout the agency.

Alejandra Ceja: And I'll just add our White House initiative we have a federal interagency working group and we have information we're calling this the opportunity bank where we're able to forecast grant opportunities so that nonprofits can apply so we'll be coming up with additional information on the grant forecasting for this quarter.

So we'd be happy to also make sure that you get a copy of that information but it's an opportunity to see across the federal government what kind of ground opportunities are coming down the pipeline focused on STEM that are eligible for some of our nonprofit organizations.

Kimberlyn Leary: And if I could just add one additional comment, I think the STEM engagement issue is one that is of interest across the whole of government really and so the Council on Women and Girls is but one of the federal entities that has work in this area and again I'd be happy to share information with you following receipt of your e-mail.

(Tulare Pennell): Thank you.

Alejandra Ceja: Operator, I think we have time for one more question before we go on to our next presenter.

Coordinator: Okay ma'am, our next question comes from Ms. (Maria Morales). Ma'am, your line is open.

(Maria Morales): Hi, good afternoon. I work for a small parish Catholic church in Roanoke, Virginia. We're largest population are Hispanics so my question is in these base worker because I deal with a lot of young people, how can I introduce to the work that is - this is the first time I heard about this group - you know, the women and girls of color and Latina so how can I introduce them to the work

of this group or to other resources that are available within the context of, you know, my limited resources here in the church?

Kimberlyn Leary: Sure, and thank you for the work that you're doing as well with the girls and young women that you've mentioned. We're delighted that you are hearing about us today and we're very happy that you might make our work known to the groups and individuals you work with.

I'll refer you again to the Website at the Council on Women and Girls where in addition to the report that I mentioned there are links to other reports that are relevant. We also post regularly in our blog where (Valerie Jarrett) and (Tina Chen) and other members of our team will talk about the work that we're doing through the Council on Women and Girls and related initiatives across the government.

Occasionally we're able to post relevant videos as well and the resources of [whitehouse.gov](http://whitehouse.gov) more broadly can allow you to stay connected to the administration and the many efforts that we are engaged in that are directed toward women and girls as well as communities.

(Maria Morales): Thank you. Are there any resources on the local level that we can access or is this, you know, only to the federal level?

Kimberlyn Leary: Well, that's a good question too. We occasionally are able to highlight local initiatives but this particular Website largely is a way for us to show you what we're doing through the Council on Women and Girls. If there are again particular questions you have about local areas, I'd be happy to try to respond and connect you with your local areas or put you in touch with people who could help with that.

(Maria Morales): Thank you.

Alejandra Ceja: Thank you. Thank you so much Kim for your leadership and for your support for joining us today. I would now like to turn it over so that we can hear from our second presenter. If you still have a question for Kim that you were not able to ask her, please feel free to e-mail us at [whieeh@ed.gov](mailto:whieeh@ed.gov) and we will forward it to her.

And also you can go onto the Council on Women and Girls' Website at [whitehouse.gov](http://whitehouse.gov) so on to our second presenter, Dr. Patricia Gándara. She is a member of our commission and she's Co-Director of the Civil Rights Project of the University of California Los Angeles. Patricia, I'll turn it over to you.

Patricia Gándara: Thank you very much Alejandra. This is a pleasure to be with all of you today. I'm going to spend a few minutes talking to you a little bit about a project that we've had underway for the commission and this month of focusing on women.

This report that we will be releasing at the end of the month is entitled Fulfilling America's Future: Latinas in the U.S. 2015 and first I want to just say a couple of words about where I'm coming from. Next slide.

As well as being a commissioner and a research professor at the University of California Los Angeles I co-direct the Civil Rights Project with Gary Orfield and this project was founded at Harvard in 1996 and brought to UCLA eight years ago.

I've listed here what our mission is which you can read and I won't read to you but I think to sum it up we attempt to bring the intellectual strengths of the academy to bear on issues of racial and ethnic equity in this country and so

this was a terrific opportunity for us for me to bring my expertise to this topic and to update a bit where we are. Next slide, please.

I will tell you just a little bit of background that in 1995 I published a book entitled *Over the Ivy Walls* and that book was motivated in large part by the extent to which Latinas in this country were effectively being left behind and it focused a lot on two cohorts of women, those women who began to move through higher education in the '60s and then a second cohort that were moving through higher education in the '80s.

I kind of left there where there was progress being made but many challenges ahead so this opportunity to update, see where we are today came as a very welcome invitation for me.

The topics that are covered in this report which we're really looking forward to releasing include population demographics for Latinas, education, labor force participation and earnings, Latinas in the profession, Latinas in small business, housing issues, Latina single-parent heads of households, health and political representation so it covers quite a bit of territory over 25 or so pages.

I want to say just a word too at this point about why Latinas? There's been a lot of emphasis recently on the problems of men of color and Latinos in particular of color and the extent to which they've been what appears to be losing ground and I think that there's been a lot in the popular press about this.

But people might ask so why are we focusing on the women if it's the men who are having so many difficulties? I have a very succinct answer to that and that is that although it is true that Latinas are making tremendous progress in a number of areas which we will try and highlight very briefly here, they still

earn less than Latino males or less than white males and they still earn less than all women taken together.

So Latinas are making great progress but there is much reason to be concerned about where they stand now and how we move ahead. I think also there is the major issue that Latinas are raising most of the Latino children in this country and one of the best predictors of how children are going to do in school and in life is how their mothers are doing.

So it's critically important to focus on this population of women. Next slide, so as I said what I'm going to do here is try and highlight just a few issues and statistics that are pulled from the report so this just gives you a small taste of it but let's start with demographics.

Latinos are 17% of the adult female population and that's a lot but look at the second line. They are more than 50% of the school-age population in three of our, well, two of our largest states and a third state in the nation right now, Texas, California and New Mexico. Most of the young people - of the young women - going through school right now are Latinas.

And they are a quarter of all of their students nationally in our schools so this tells you something about what's coming ahead in the future, in the very, very near future and it's very large. By 2060 they'll be 1/3 of all U.S. women.

This is tremendously important for the nation as we often times say at the commission the future of the Latino population and in this case the Latinas is the future of the nation so we all need to be very concerned about how these women are doing.



I think some good news - some amazing news - is that there have been major strides in high school graduation. Latinas have for some long time now been behind virtually all other groups in terms of high school graduation but over the last decade we have increased the graduation rate for Latinas by 14 percentage points which is really quite extraordinary.

Yet given this good news they are still the least likely of all women to complete college, only 18% of Latinas in 2013 had completed a college degree compared to 23% of African-Americans, 43% of white and 64% of Asian women so with respect to other women, this puts them very seriously behind.

And it puts them very seriously behind in a very important way in terms of access to leadership, access to some of the most important and best remunerated jobs that exist.

Of course the commission that I serve on focuses on education but we really can't talk about education without talking about poverty and low income. They are very, very mixed and intertwined for this population.

Today 1/3 of Latinas live below the poverty line and for those of you who have not studied issues of poverty, I just have to say a couple of words about this that our definition of poverty in the United States is very different than the definitions that are used by other advanced countries.

We have what we might call an impoverished definition of poverty so that today if you have a family of four - two children and two adults, say or one adult and three children - if you're making a little less than \$24,000 a year, that's considered poverty.

I'm sure for many of you who are living in large cities around the country, that's a rather shocking thought to think about how you raise a family on that amount of money, how you'd even pay the rent in many parts of this country.

So we also look at 200% of poverty and we consider that to be living very near poverty or in very low-income conditions and over half of Latinas are in this situation. More than 50% of Latino babies are born to single mothers.

What's important about this to know is that this puts these children at very high risk of being raised in poverty so that nearly 50% of all children of Latina single mothers live in poverty, that line that I was just talking about that is so extraordinarily low.

If they go to college at all, Latinas go disproportionately to two-year colleges in good part because of the cost of higher education and even given that, the average college debt for Latinas in 2012 was about \$22,000 so those who do manage to go on are leaving school with a tremendous debt particularly for individuals who are coming from very low-income circumstances.

Let's go to the next slide. Let's move to a couple of issues here about Latinas in the workforce. In 2011 Latinas earned only 55 cents for every dollar earned by white men and 16% of Latinas work full-time - this is full-time, year-around - but still fell below that very, very low poverty line. This is reason for great concern.

But between 2004 and 2014 Latinas made greater progress in earnings than all women. This of course is reason for great celebration and somewhat extraordinary as well as in the graduation rates, looking at all other groups of women Latinas have made greater progress in their earnings so something good is going on here.

We also note that the higher their education level, the more Latinas are represented in the workforce so increasing education increases women's representation in the workforce and increases their ability to sustain themselves and their families. Let's turn to the next slide.

More good news. Over the last decade Latinas have increased their numbers of physicians by 40% and as managers by about 30%. Latinas have also made greater gains in the professions than all other women. This to me was somewhat surprising and really extraordinarily good news.

Latinas are making major inroads in small businesses. The last data we have from 2007 which are about to be updated in the next couple of months and we'll see those numbers then but these are very impressive numbers. Total receipts for Latina-owned businesses in 2007 were \$55.7 billion so Latinas are a very important part of the economy.

They're very important as consumers. We need to be paying attention to this. Turn to the next slide. Latinas are on the move. In spite of a myriad of barriers and you'll find the data on those in the new report and they are significant and they are many.

But Latinas have made great progress in high school graduation and they're making steady progress in higher education and in the professions. I think the story behind this report that will be coming out is that we have to capture this momentum and provide the support necessary for these women to build on their successes.

It looks like Latinas are on the move. Let's help them make more extraordinary gains so finally I leave you with my contact information and we can be contacted at Civil Rights Project.

You will find a number of studies that are relevant to today's topic including one called Making Education Work for Latinas which was sponsored by the Eva Longoria Foundation and I think you'll find that very, very interesting about how we think about making greater inroads for young women and Latinas.

And I can be contacted - and the Civil Rights contact - can be contacted at these addresses. Thank you.

Alejandra Ceja: Thank you so much Patricia. Operator, we'd like to open the floor for questions again. Can you please remind callers how to get into the queue to ask a question?

Coordinator: Okay, ma'am. You may now press star 1 for any questions. You will be prompted to record your name and then press 2 to withdraw your request.

Alejandra Ceja: And Patricia while we wait for the first question, I want to thank you for pulling this report together. This is the type of data that really helps us bring attention to those gaps where we need to continue investing and I'm sure it'll be a great resource for policymakers, for nonprofit leaders, philanthropic leaders as they try and also figure-out how they can help us identify some of these gaps.

Patricia Gándara: Yes, thank you. I had actually meant to say that, that we are very hopeful that this will be helpful to those groups.

Alejandra Ceja: Operator, do we have a question in the queue?

Coordinator: Yes, ma'am, we now have questions. Our first question comes from Ms. (Adriana). Ma'am, your line is open.

(Adriana): Hello.

Patricia Gándara: Hello.

(Adriana): Thank you for taking my call. Dr. Gándara - hello?

Patricia Gándara: Hello?

(Adriana): Hi. Dr. Gándara I'm a recent graduate of the Chicana and Chicano Studies doctoral program at the University of California Santa Barbara and so I've read your work in the past and I'm wondering at this point because so many of the issues that you address have to do with the concerns of working mothers.

What are some of the ways that we can support working mothers and I'm talking about things like subsidized childcare because childcare just simply isn't affordable for many women who are in school and working for rights and supports for nursing mothers and for also paid maternity leave.

Are these things being addressed in the right kinds of ways and what ways can we help to bring attention to these issues?

Patricia Gándara: Well, I think you have really, really important questions here and congratulations on just completing your doctorate. That is fantastic.

(Adriana): Thank you very much.

Patricia Gándara: That's a major contribution to the nation as well as to yourself and your own family. The things that you raised are also raised in the report and yes, we're in total agreement that women can't go to work if they don't have decent childcare.

They can't focus on work if they're worried about the welfare of their children and they shouldn't have trade-off working for taking care of their children or being assured that their children are taken care of so and childcare, maternity leave, these are things that other advanced countries take for granted that are provided and we have not done in this country.

There are areas that we have to focus on I think tremendously and I know the administration is doing some of this but we have a long ways to go here to even look like other advanced countries.

Another area that we've highlighted in the report is housing because housing costs, the burden of housing costs can be so great for single mothers that it swamps everything else and we have very little subsidized housing in this country and we don't have clear policies for how these women can access this so that's another area we need to work in.

I have to tell you that I can highlight these problems. I think we need to have some serious conversations with policymakers about how we solve them.

(Adriana): Yes, I am in complete agreement with you there and thank you for taking my question and for also addressing that housing concern because that's one of the major issues when it comes to trying to balance this work-life I guess kind of dream that people continue to perpetuate about, you know, achieving in the

United States and how can we really do that if we don't have the support for Latinas and other women so thank you, I appreciate it.

Patricia Gándara: Okay, thank you for your call.

Coordinator: Our next question comes from Ms. (Marcella Emicio). Ma'am, your line is open.

(Marcella Emicio): Good afternoon (unintelligible). Thank you. My name is (Marcella Emicio) and I work for Iowa (unintelligible) commission. My question to you whether your report are populations such as Latinas who have a (dacha), (dappa) or no legal status included within those reports.

Patricia Gándara: We have not focused specific attention to the women in those particular circumstances primarily because this is very early and we don't really have much data other than how many women are in the (dacha) program.

This is something that I agree with you. I think this is where you're going. It's very important for the Latina community and it's very important also in terms of separations and avoiding separations of families.

(Marcella Emicio): Right.

Patricia Gándara: But it's something that we're going to need to focus on going forward as we're able to collect more data on this really very new program.

(Marcella Emicio): Okay, all right, well thank you. I appreciate and look forward to reading your report.

Patricia Gándara: Well, yes, thank you for raising that because I do think it's very, very important.

(Marcella Emicio): All right, thanks.

Coordinator: Our next question comes from Ms. (Nancy Torres). Ma'am, your line is open.

(Nancy Torres): Yes, hi. Yes, I am from CUNY that's of course the City of University of New York and I am the chair and director of an equal opportunity program so over 65% of our students are Latino and more than half are women.

What I'm concerned about is that for example in our program our students have to register full-time to be able to get benefits and as you know, New York City is probably or I think basically the highest in, you know, the cost of living is the highest in the United States.

So we have a lot of situations where students have to choose between getting benefits from us or having to work and because they can be full-time students and that either affects their, you know, academic progress, their retention as well as graduation so in terms of policy, you mentioned that some of these policies have to be revisited.

I believe that one of the issues that I have faced and I think that I haven't heard a lot being spoken about in terms of government or other agencies addressing is how can programs like these be, you know, and more inclusive where we can have based on circumstances and we can make our own decisions if we think that there's a student that should benefit from the program and cannot be a full-time student that we would be able to provide the support and the services or if there would be more financial aid available



in terms of work studies so a lot of these students do not have to go out and work and take care of their families and so on.

Patricia Gándara: Well, you raise an issue that we know is endemic in the Latino community and that is the fact that overwhelmingly all of our Latino students and Latinas who are going to school are also working. We did a study here at the Civil Rights Project a couple of years ago and we surveyed and I think it was around 1800 students a very high percentage of whom were Latinas.

And one of the things that we found was that increasingly these young women were helping to support their families - their families of origin - their parents particularly in an economic downturn rather than the parents helping to support them so the kinds of burdens that these young women are carrying I think have not been highlighted enough.

We were somewhat taken aback but we were asking questions about how much are your parents able to help you and essentially it was well no, I'm helping my parents so we know that this is a huge issue and we also know that it is a very large women why these women are not completing their degrees because they run out of time and they run out of money.

They just can't keep on going. I won't speak - we have people on the line - who can speak for the administration but certainly in our commission and our contacts with the administration we're very aware of the efforts that have been going on to try and hold the line on costs on higher education costs and to raise the Pell Grants and to raise the amount of funding that is out there.

Clearly a whole lot more needs to be done for these young women because so many of them are coming from homes that are in poverty and they are very much on the margins of society so I think there's just a lot of work to be done

here, a lot of policy work and we're hoping that this report helps nudge people in that direction.

(Nancy Torres): Thank you, thank you so much.

Coordinator: Our next question comes from Mr. (Sergio Sanchez). Sir, your line is open.

(Sergio Sanchez): Hello, good afternoon. My question just pertains to everything with policies on the political side of everything. I'm going back to school seeking a political science degree so I wanted to know how do I get involved in order to get more legislative laws passed or just policies enacted in order to help out the Latino community.

Patricia Gándara: Well, you're doing the right thing by going forward and getting a degree in political science so now you're going to get educated in how all of this stuff works and there are many avenues really to do this and we at the Civil Rights Project do this through the academy, through the research and turning research into policy reports and disseminating this information and doing this kind of thing.

You might decide to join a nonprofit or another organization, many of which exist in Washington, D.C. but that are in every state's capitol where folks are working on particular policy issues. You might start while you are an undergraduate volunteering locally in campaigns and understanding how people put together campaigns.

I think there's lots of avenues for this but, you know, the primary thing that you're doing the right way is getting that undergraduate degree in political science.

(Sergio Sanchez): Okay, thank you for the guidance.

Coordinator: Our next question comes from Ms. (Tulare Pennell). Ma'am, your line is open.

(Tulare Pennell): Thank you very much and again thank you Dr. Gándara for what you have the insights that you brought forward. A lot of the questions were answered by prior persons that came online but I am kind of curious as to I connect with the '60s and the '80s. I was quite young in the '60s but, you know, between '70s and '80s I was very much a part of those populations and was mapping-out where we were going as Latinas, as a Latina born here in the U.S.

And I think for me what shifted my paradigm of thought was going and living in Mexico and other Central American countries as a guest, seeing the differences and seeing what we have here in the United States and how blessed we are but how to bring those blessings to the table that younger Latinas were going to be able to hone-in on.

And so a lot of what you've said - it's not everything of what you've said - is direct in line with what we're seeing today as me, a nonprofit and so my question to that is in your study were nonprofits in the community that have been addressing the issues of teen pregnancy or gangs or, you know, just the educational excellence, were they a part of that study because so much - no, I wouldn't say so much - what you have said directly, you know, strikes chords with the nonprofits in the community?

Patricia Gándara: We didn't study in this report the particular impact of NGOs or local organizations. We know that this is where a lot of the work is done that actually leads to some of the successes that we've been able to see.

For example the issue is not as much today about teen pregnancy as it is about single-mother pregnancy because the average age of single mothers is going up but teenagers are not quite so much the focus as they have been in the past but the problem remains the same is if a mother is raising a family on her own as a single head of household, there's tremendous burdens and really very few resources to call upon to do this.

(Tulare Pennell): Right.

Patricia Gándara: So right so we're with you in our concern about single moms whatever age whether they're teenagers or older women who are being left really with inadequate resources to raise this next generation of children.

(Tulare Pennell): And in the policy I know you mentioned that's what they're looking at. I want to bring it back to share something with my nonprofit. I recruit my girls from grade 7 and they're with me on a commitment of a really strong commitment to be with the program all the way through 12th grade until they graduate as seniors.

And then we give them supportive help through university lives as far as they need it and with that have shown and demonstrated a 96% success rate of the girls in my program going from high school directly into four-year - 2% will go into two-year - and I hear you when they get sometimes it'll (loss) on two-year or takes them a little bit longer but it's all the factors you mentioned on economics, the poverty level, the responsibility levels that they're taking on.

And with that only 3% and we do a lot of encouragement to go directly into a master's program about 3% will directly do that but it's immediately looking to go into the career, you know, of what they've studied for and the first thing they're thinking of, how am I going to take care of my family now?

So that's something that never really leaves their thought process along the way. They may postpone it, you know, at a certain percentage but it becomes full force once they've graduated so when we're talking about this, is there a group or something that can be shared with us that we can sign-up for to help in the movement of fair equity and pay?

Patricia Gándara: I think this is probably a question more for the representatives of the administration on just about how to do that. Can you remind me where you are located?

(Tulare Pennell): I'm in California, Long Beach, California.

Patricia Gándara: It's tremendous work you're doing if you're getting what is it 98% of your young women going straight on to four-year universities and colleges.

(Tulare Pennell): Yes, and that's why I was kind of curious as to what the formula and the progress is because I've been doing the - well, my program I started 12 years ago - it's called (Aya), it started in Long Beach and we now serve L.A. County schools but the point is they make a commitment.

If they're not committed, they only get - there's a three strike - you know, if you don't - you miss three things - within the curriculum - it's a curriculum-based program that runs along the A through G requirements - so they're assured they're complying with everything they need.

Throughout those it's almost eight years they're involved with me is that they are constantly being in an environment where there's women such as yourselves and, you know, CEOs and elected officials, they're always in events that they're always going to be empowered by what they hear and what

they see, not what I say or what a program is what but what they're actually seeing.

Patricia Gándara: So we're at the end of our time right now but I would very much appreciate it if you would just forward to me your information. It sounds like a model that needs to be disseminated and that's certainly one of the things that we can do.

(Tulare Pennell): Well, thank you so much.

Patricia Gándara: Thank you.

Alejandra Ceja: Thank you. I think that's all the time we have for today's Webinar. Please note that if you still have a question for Dr. Gándara you want to follow-up with her, she's provided her contact information on the slide deck. If folks on the phone did not receive a copy of the presentation deck prior to this call, you can e-mail us and we'll make sure to get you a copy.

I want to thank both of our presenters and most of all I want to thank all of you who took time to join us for today's conversation on Latinas. We're going to be in touch soon regarding the themes and details for our next Webinar.

We'll also be looking to create a special Webinar focused on our anniversary celebration, the White House Initiative on Educational Excellence. We'll be celebrating a significant milestone this year so we want to make sure that you all have information on the celebration and how you can get involved.

So with that I hope that you all have a great day. Thank you so much for participating and we will make sure to amplify the report that Patricia has just given us the highlights to our network so please be on the lookout for that so

thank you very much. Thank you Patricia for your time and for your leadership on this effort.

Patricia Gándara: Thank you very much to all of those who joined us today.

Kimberlyn Leary: Thank you.

Coordinator: That concludes today's conference. Thank you for participating. You may now disconnect.

END